

This bachelor thesis focuses on people with disabilities entering university at a specific stage of the life cycle. This particular stage of the life cycle is called emerging adulthood and includes the age range from 18 to 25. These young adults are experiencing an important milestone in their lives. In this case, this life milestone is entering university. This group of people has to deal not only with their disability but also with the pressure associated with this life stage. This the pressure is mainly from their family and college, but also from the whole society. The main goal of this bachelor thesis was to find out the conditions of people with sensory and physical disabilities at Charles University when they are entering the university and during their subsequent studies at this university. I tried to map the stage of emerging adulthood in these people and reveal some common features. The other goal was to reveal the most common obstacles that these students may encounter on their journey to obtain a university degree. I also wanted to find out how help and support both from the state and from Charles University work for students with disabilities in this particular stage of the life cycle. The thesis also aimed at suggesting some possible help and support provided through social and higher education policies. The results were detected through secondary data analysis, participatory observation, in-depth semi-biographical interviews with students with sensory and physical disabilities at Charles University and also through interviews with experts from Charles University. In total, the data from 9 respondents was collected.